

Science and Social Studies Update



PAST, PRESENT, AND FUTURE

Presenters



Science

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Test Development



STEP 1: Local Education Expert Item Writing Committees

STEP 2: Local Education Expert Bias/Content Review Committees

STEP 3: Field testing

STEP 4: Data Review Committees – BSC and CAC

STEP 5: Operational

STEP 6: Local Education Expert Standard Setting
(Only done with new tests)



Our assessment is developed by Michigan educators for Michigan classrooms.



Be Part of Our Team!

Use the information to the right to become a writer, reviewer, or panelist in our test development process.

Application URL:

<http://www.cvent.com/Surveys/Questions/IDConfirm.aspx?s=06002a4e-c578-417d-807f-542787fad180>

or

www.michigan.gov/baa → Scroll to bottom of page → click *Assessment Committee Participation Application*

Science and Social Studies Pre-2015



Science

- MME
- MEAP
- Measured science standards - 2007 adoption
- Test item type included multiple choice (MC) items

Social Studies

- MME
- MEAP
- Measured social studies standards - 2008 adoption
- Test item type included multiple choice (MC) items

Science and Social Studies 2014 - 2015



Science

- M-STEP
- Measures student understanding of current (2007 adoption) science content standards
- MC items only on assessment
- Next Generation Science Standards (NGSS) update for content standards waiting for board review

Social Studies

- M-STEP
- Measures student understanding of current (2008 adoption) social studies content standards
- MC items only on assessment
- College, Career, and Civic Life Framework (C3) update for content standards waiting for board review

Science and Social Studies 2015 - 2016



Science

- Continue development for M-STEP
- Measures CURRENT science standards
- Major focus on writing technologically-enhanced (TE) items and added stimulus for MC items for online test

Social Studies

- Continue development for M-STEP
- Measures CURRENT social studies standards
- Major focus on writing technologically-enhanced (TE) items and added stimulus for MC items for online test

Engaging Online Assessment



HOT TEXT

HOT SPOT

MATCH

DRAG AND DROPS (TEXT AND GRAPHIC)

CHOICE

DROP DOWN

ORDER



Science Example

MC Sample Item

Sample Grade 4 Item

P.EN.03.32

Distinguish the effect of fast or slow vibrations as pitch

Vibrations from a thick rubber band make a low-pitched sound. The vibrations from a thin rubber band make a high-pitched sound. This is *most likely* because the thin rubber band

- A** moves faster.
- B** moves slower.
- C** is shorter.
- D** is longer.



Science Example

MC Sample Item

Sample Grade 7 Item

S.IP.07.12

Design and conduct scientific investigations

What is the *main* reason for clearly recording the procedures for an experiment?

- A** so the experiment can be modified
- B** so the experiment can be connected
- C** so the experiment can be repeated
- D** so the experiment can be summarized



Science Example

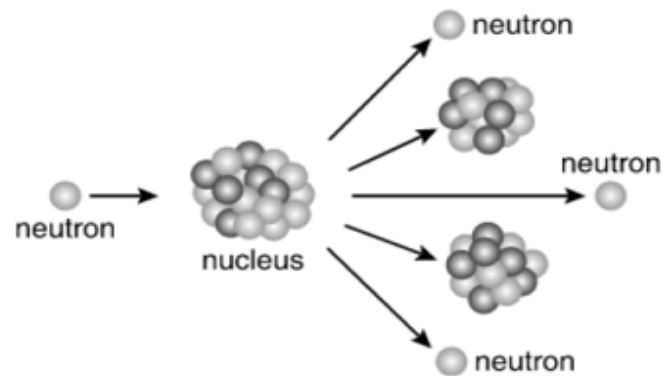
MC Stimulus Sample Item

Sample Grade 11 Item

P4.12A

Describe peaceful technological applications of nuclear fission and radioactive decay

Use the diagram below to answer the question.



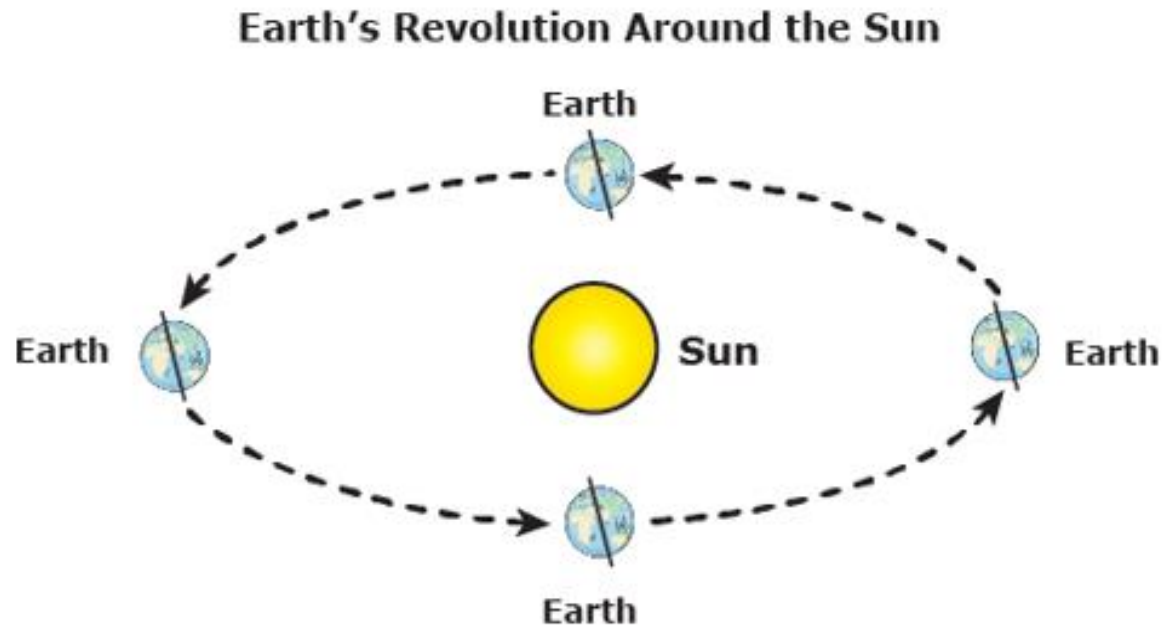
Which technology utilizes this process to obtain energy to generate electricity?

- A** solar cell
- B** combustion turbine
- C** nuclear fission reactor
- D** nuclear fusion generator



Science Example

MC Stimulus Sample Item





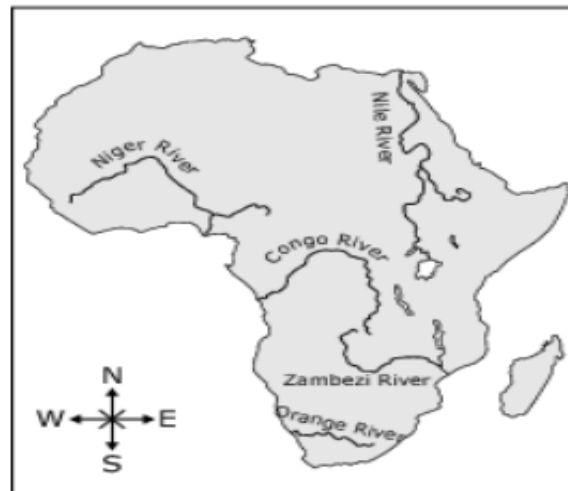
Social Studies Example

MC Stimulus Sample Item (Elementary)

Stem

Use the map and your knowledge of social studies to answer the question.

Major Rivers in Africa



Which region of Africa has the **largest** lakes?

Options

- A northern
- B western
- C eastern**
- D southern



Social Studies Example

MC Stimulus Sample Item (Middle School)

Stem

Use the information in the box and your knowledge of social studies to answer the question.

. . . revolutions happen not upon every little mismanagement in public affairs . . . But if a long train of abuses . . . make the design visible to the people, and they cannot but feel what they lie under, and see whither [where] they are going; it is not to be wondered at, that they should then rouse themselves, and [attempt] to put the rule into such hands which may secure to them the ends for which government was at first erected . . .

—John Locke, 1690

Source: John Locke, Esq. from
Two Treatises of Government

Which United States government principle is referenced in this quotation?

Options

- A judicial review
- ☒ B social compact
- C checks and balances
- D separation of powers



Social Studies Example

TE Sample Item (High School)

Item introductory text

The Constitution is the "law of the land" for the United States. The writers of the Constitution drew ideas from a number historical documents, including the Mayflower Compact, the English Bill of Rights, and the Articles of Confederation.

Interaction 1: Choice ?

Stem

Using your knowledge of social studies, select the ideas below that were drawn from these historical sources and placed into the Constitution.

Can the options be shuffled by the test delivery system?

Yes

Options

Option 1 - Executive power is checked by the other two branches of government.

Option 2 - Any powers not specifically enumerated are given to the federal government.

Option 3 - The power to tax originates with the Executive.

Option 4 - Everyone, including those in the government, are responsible for following laws.

Option 5 - Judicial branch reserves the power to imprison indefinitely.

Option 6 - Citizens have a representative voice in government.

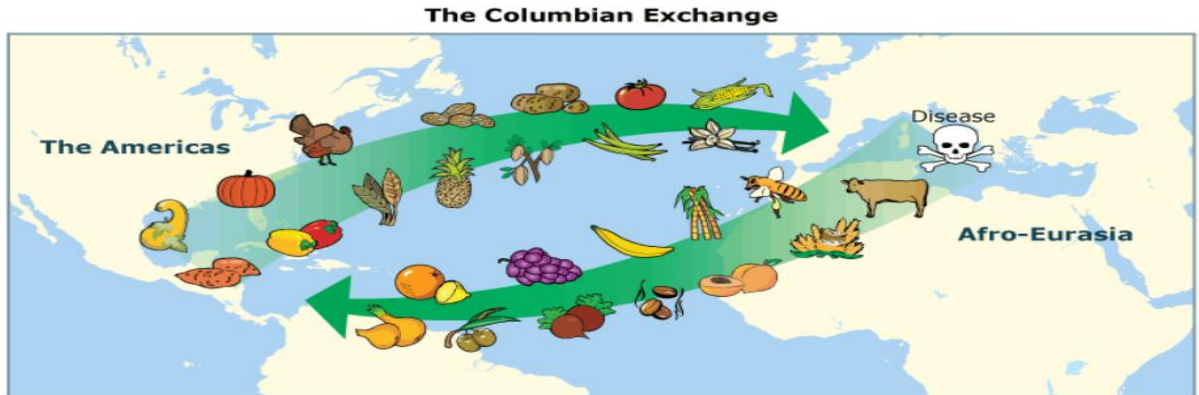


Social Studies Example

TE Sample Item (High School)

Item introductory text

The Columbian Exchange was the interconnection of the all world zones in the 15th and 16th centuries.



Interaction 1: Graphic Drag and Drop - Without Unit Values ?

Stem

Based on the graphic above, organize the consequences into the areas where they occur. Some answers may be used more than once.

Drop Zone(s)

The Americas	Afro-Eurasia
<p>Introduction of "New" World crops, such as potatoes, leading to an increase in population.</p> <p>Atlantic slave trade supports economic growth.</p> <p>Economic advancement as a result of increased revenue sources.</p>	<p>Atlantic slave trade supports economic growth.</p> <p>Economic advancement as a result of increased revenue sources.</p> <p>The Great Dying as a result of increased disease transmission.</p> <p>Introduction of large domesticated animals to the ecosystem.</p>

M-STEP Online



80% of Schools – Online

83% of Student Population Tested Online

3.8 million Test Sessions

190,731 Sessions in a Single Day

97% Participation Rate Overall

Science and Social Studies Resources



M-STEP sample items - www.michigan.gov/baa

The screenshot shows the Michigan Department of Education website. The header includes the MDE logo, the text "Michigan Department of Education", a search bar, and social media icons for email, Facebook, and Twitter. A left sidebar contains a menu with items: State Board of Education, Administrators, Career & College Ready, Early Learners and Care, Educator Certification, Food & Nutrition Programs, Grants, MDE Offices, MDE Programs, News & Publications, Parent Engagement, Student Assessment, Accountability, and Accreditation. The main content area is titled "MDE > STUDENT ASSESSMENT" and "Welcome to the Division of Accountability Services, Assessment, and Accountability Web Site". It contains two paragraphs of text about the M-STEP assessment system and a section for "2015 DAS FALL Conferences for Assessment and Accountability" with a list of dates and locations.

Michigan Department of Education

Search

MDE > STUDENT ASSESSMENT

Welcome to the Division of Accountability Services, Assessment, and Accountability Web Site

In June 2014, the Michigan Legislature required the Michigan Department of Education (MDE) to develop a new test for spring 2015, creating a need to reduce a normal three-year test development process to nine months. The MDE worked to create a new assessment system called the Michigan Student Test of Educational Progress, or M-STEP.

The M-STEP consists of summative assessments designed to measure student growth effectively for today's students. English language arts and mathematics will be assessed in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination in 11th grade, which consists of the ACT Plus Writing, WorkKeys, and M-STEP summative assessments in English language arts, mathematics, science, and social studies.

2015 DAS FALL Conferences
for Assessment and Accountability
Michigan Department of Education

- August 20, 2015 — Lansing Convention Center, Lansing, MI
- August 25, 2015 — Crystal Mountain Resort, Thompsonville, MI
- August 27, 2015 — Northern Michigan University, Marquette, MI
- September 1, 2015 — Eagle Crest Resort, Ypsilanti, MI

[Click here to register today!](#)

Social Studies and Science Resources



http://www.mi.gov/mde/0,4615,7-140-22709_70117-280911--,00.html

Spotlight Newsletter



Social Studies and Science Resources



Michigan Academic Standards - www.Michigan.gov/academicstandards

Science

- 8-High School Science Standards
- Content Comparison Analysis of the Next Generation Science Standards and the Michigan Science Standards (updated 11-21-2014)
- High School Science Companion Documents
- K-7 Science Companion Documents
- K-7 Science Standards
- Model Course Mapping Resource
- Proposed Draft Michigan Science Standards (2014)
- Science Course/Credit Requirements
- State Board of Education (SBE) Presentations on Proposed Michigan Science Standards: A Vision for Science Education in Michigan
- State Board of Education (SBE) Presentations on Proposed Michigan Science Standards: Transitional Models for Science Education
- State Board of Education (SBE) Presentations on Proposed Michigan Science Standards: Assessing the Teaching and Learning of Science
- State Board of Education (SBE) Presentations on Proposed Michigan Science Standards: Michigan Science Standards Presentation
- State Board of Education (SBE) Presentations on Proposed Michigan Science Standards: Teacher Preparation, Credentialing, and Professional Learning for Science Education

Social Studies

- Grade-Specific Resources for Social Studies K-8 GLCE and HSCE
- High School Social Studies Standards
- K-8 Social Studies Standards
- Social Studies Course/Credit Requirements
- Social Studies Resources

The screenshot shows the Michigan Department of Education website. The header includes the MDE logo, the text "Michigan Department of Education", a search bar, and social media icons. A navigation menu on the left lists various educational topics. The main content area is titled "Welcome to the Career & College Ready Michigan Page!" and features a circular diagram with four quadrants: "Technology & Tools", "Argument & Reasoning", "Solve Problems", and "Communicate & Collaborate". Each quadrant has a brief description of the skill. At the bottom, a statement reads: "Career & college-ready students possess the skills necessary to earn a self-sustaining wage and participate in postsecondary opportunities without remediation."

Michigan Department of Education

Search

MDE > CAREER & COLLEGE READY

Welcome to the Career & College Ready Michigan Page!

Career & College Ready MICHIGAN


- Technology & Tools**: Use technology and tools strategically in learning and communicating.
- Argument & Reasoning**: Use argument and reasoning to do research, construct arguments, and critique the reasoning of others.
- Solve Problems**: Solve problems, construct explanations and design solutions.
- Communicate & Collaborate**: Communicate and collaborate effectively with a variety of audiences.


Career & college-ready students possess the skills necessary to earn a self-sustaining wage and participate in postsecondary opportunities without remediation.

Science Specific Resources






<http://michigan.gov/science>

**Michigan
Department of Education**

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[State Board of Education](#)
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Proposed Michigan K-12 Science Standards

In 2011, Michigan became a lead state in a 26 state consortium to develop new standards, based upon the Framework for K-12 Science Education from the National Research Council. Since that time, Michigan's science education community has been involved in the development and review of the standards, the creation of supplemental resources around these standards, and the development of a professional learning support structure to aid in the implementation of these standards.

Starting in May 2014, the State Board of Education was presented with a series of informational presentations and discussion opportunities around the standards and the impact they would have on students and educators in our state. The Michigan Department of Education (MDE), at the request of the State Board, engaged in dialogue with individual legislators and other stakeholders to inform them of the standards, and the implementation considerations for adoption. Along the way, multiple stakeholder groups and their representatives have engaged in dialogue with MDE representatives to further inform the standards and the implementation plan that would support the transition to these standards, if adopted.

The proposed Michigan Science Standards, along with resources that were developed in support of the adoption of these standards, are provided below. Additional information will be provided based upon the standards adoption process.

[Proposed Michigan K-12 Science Standards](#)

[Proposed Standards Public Information Sessions \(August and September 2015\)](#)

[Science Standards Informational Brochure](#)

[Summary and Background on the Science Standards Development Process](#)

[A Content Comparison Analysis for the Next Generation Science Standards Development Process](#)

Science Specific Resources



http://www.michigan.gov/documents/mde/Final_NGSS-MI-Content_Comparison_Study_473973_7.pdf?20150806105329

SRI Education



*A Content Comparison Analysis of the
Next Generation Science Standards
and the Michigan Science Standards*

Science Specific Resources



[http://www.michigan.gov/documents/mde/Michigan Science Standards Presentation 488330 7.pdf?20150806105329](http://www.michigan.gov/documents/mde/Michigan_Science_Standards_Presentation_488330_7.pdf?20150806105329)

Michigan Science Standards

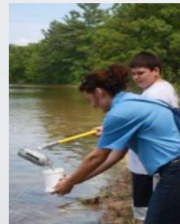


Science Specific Resources



[http://www.michigan.gov/documents/mde/Teacher Prep and PL for Science SBE Oct2014 488329 7.pdf?20150806105329](http://www.michigan.gov/documents/mde/Teacher_Prep_and_PL_for_Science_SBE_Oct2014_488329_7.pdf?20150806105329)


Teacher Preparation,
Credentialing, and Professional
Learning for Science Education




Social Studies Specific Resources






<http://mi.gov/socialstudies>

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MDE > [CAREER & COLLEGE READY](#) > [CURRICULUM SUBJECTS](#) > [SOCIAL STUDIES](#)   

Proposed Michigan K-12 Social Studies Standards

Over three years ago, the Michigan Department of Education (MDE) joined 27 other states to create the College, Career, and Civic Life (C3) Framework for Social Studies. For the past 16 months, the social studies community has updated and reviewed the Michigan Social Studies Standards through the lens of the C3 Framework. Update committees for grades K-8 and 9-12 consisting of representatives from the Michigan Council for Civil Education, Michigan Council for Economic Education, Michigan Geographic Alliance, the Michigan Council for History Education, and the Michigan Council for the Social Studies, reviewed and edited Michigan's content expectations. Review committees consisting of parallel membership, provided a second review to ensure consistency and accuracy. These efforts have been shared with the State Board of Education, along with implementation considerations, in a series of presentations earlier this year. A final review committee and an external review committee further refined the documents.

[Proposed K-12 Social Studies Standards](#)

[The C3 Framework](#)

[Michigan Social Studies C3 Update: A Plan for Adoption and Implementation](#)

[Proposed Standards Public Information Sessions \(August and September 2015\)](#)

[Proposed Social Studies Standards Public Comment Survey](#)

Presentations:

- [Presentation on Social Studies Standards Update and College, Career and Civic Life \(C3\) Framework](#) – January 2015
- [Presentation on the Implementation of Social Studies Standards: Assessment Considerations](#) – March 2015
- [Presentation on the Implementation of Social Studies Standards – Teacher Preparation and Professional Learning](#) – April 2015

Social Studies Specific Resources



PASST Project-

<http://passtmoodle.wmisd.org/>



- Research
- Development
- Assessments
- Professional Development
- About Us
- FAQ

NAVIGATION

- Home
 - Site pages
 - Courses

ONLINE USERS

(last 5 minutes)
None



Welcome to PASST - Performance Assessments of Social Studies Thinking

The PASST project has stemmed out of teacher trainings that took place during the 2012-13, and 2013-14 school years. PASST is a collaboration of educators across the state of Michigan who have taken part in some rigorous assessment development training to create a series of next generation assessments for Social Studies that measure both the content set forth by the Michigan Content Expectations and the skills stressed in the Common Core State Standards (CCSS) and the College, Career, and Civic Life (C3) Framework.

[Read the FAQ here!](#)

Stay up to date with the latest news and information from the project! [Join the PASST ListServ here.](#)



Project Timeline

2011-12 - Project founded and initial research	2012-13 - First Round Teacher Trainings	2013-14 - US History Assessment Development and second round of teacher trainings	2014-15 - US History Pilots Development of World History Assessments	2015-16 - World History Pilots Development of assessments for 3rd, 4th, Civics, and Economics	2016-17 - Development of K-2 assessments
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Social Studies Specific Resources



MI Open Book Project -

<http://textbooks.wmisd.org/index.html>




<https://www.youtube.com/watch?v=EwmORoqJzWw>

Social Studies Specific Resources



National Assessment of Educational Progress (NAEP)

<https://nces.ed.gov/nationsreportcard/about/booklets.aspx>

 **National Assessment of Educational Progress (NAEP)**

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Social Studies Specific Resources

Search NAEP [Go](#)

NAEP Home

NAEP Overview


- NAEP History and Background
- NAEP and No Child Left Behind
- Long-Term Trend and Main NAEP
- Current Activities
- Schedule of Assessments
- Participation Is Important
- Questionnaires
- Sample Questions
- How NAEP Is Administered
- Digitally Based Assessment

Sample Questions Booklets [Like](#) [Tweet](#) [Email](#)

Sample Questions booklets are general information booklets about the NAEP assessment. They are given to participating schools so that administrators and teachers will have an idea of what to expect during an assessment. In addition, the booklets give teachers and the parents of participating students an opportunity to examine the types of questions students will be answering.


The Sample Question booklets contain many of the features of the actual test booklets, including instructions, sample subject-area questions and student responses from previous NAEP assessments, and questions about the student's activities and characteristics related to education and the subject being assessed. Also included is a description of the framework for each subject assessed and a description of the [NAEP Questions Tool](#). The [subject-area questions](#) and the [contextual information questionnaires](#) are described below.


Find out about the survey questionnaires for the new [Technology and Engineering Literacy \(TEL\) Assessment](#).


Sample Question booklets for upcoming and recent assessments and field tests are available below in PDF format . When the size of a booklet is especially large, the PDF is broken into pieces to make it easier to download. Note that prior to 2006, Sample Questions booklets were referred to as "demonstration booklets." Beginning with the 2006 assessments—civics, economics, and U.S. history—the booklets are referred to as Sample Questions booklets.

Assessment Year	Subject(s)

2010

civics, geography, U.S. history, writing, mathematics at grade 4  (3.8 MB)

civics, geography, U.S. history, mathematics at grade 8  (3.7 MB)

civics, geography, U.S. history at grade 12  (3.3 MB)

Sample Questions Booklets



Questions

Please ask any burning questions and we will do our best to accommodate your inquiry.

Questions?



Contact Us:

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Thank you!